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ABSTRACT

Concordia College (Minnesota) has established a global studies curriculum that encourages the development of a global perspective in future business leaders. Global perspective is seen as having five dimensions: (1) perspective consciousness; (2) "state of the planet" awareness; (3) cross-cultural awareness; (4) knowledge of global dynamics; and (5) awareness of human choices. Concordia's curriculum combines business with foreign language studies, in Spanish, French, or German. Undergraduate course requirements for the Spanish emphasis include principles of accounting, intermediate accounting theory, principles of economics, managerial finance, statistics for economics and business, Hispanic culture and communications, advanced Spanish conversation and composition, business Spanish, and Latin American views. In combination with the liberal arts requirements, at some point during the course of study, students are exposed to the first dimension, perspective consciousness. This dimension is narrowed and focused for each language area and includes "state of the planet" and cross-cultural awareness in the business language course. Students are then eligible to apply for a semester of internship abroad. Overseas coordinators establish and maintain ties with corporations, locate housing, and advise students during their period abroad. (MSE)

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AN ATTAINABLE GLOBAL PERSPECTIVE

by

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An Attainable Global Perspective

As educators, individuals normally work within the confines of the classroom setting and, as professionals in business, individuals perform tasks in an appropriate corporate environment. If one compares the stock market crash of 1929 with the crash of 1987, one dramatic difference is obvious. In 1939, the crash preceded a depression in the United States. In 1987, the crash in the United States caused major fluctuations around the world. We no longer participate in a national economy but, rather, an interdependent global system. As educators and with the assistance of the international business community, it is possible to create a global perspective in students who are to become our future business leaders. The advantages are immediately apparent for the student as well as for business in the merger of the classroom and the corporation.

Previous to a discussion of the mechanics involved in achieving this merger, it is necessary to define our goal of an "attainable global perspective." Robert G. Hanvey maintains that such a perspective consists of five dimensions (N1-N53).

> Dimension 1. Perspective Consciousness: the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

Upon entering a college or university, the majority of students come to us without perspective consciousness. They unconsciously assume that life as they know it exists to varying degrees for everyone. One of our first responsibilities, then, is to expose them to other culture's, nation's, and individual's views.

> Dimension 2. "State of the Planet" Awareness: awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g., population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, internation and intranation conflicts, etc.

We must go beyond our own national sources of information and policy to include materials which originate in other nations. It is useful to compare the interpretion of a current international incident or political or economic condition as it is presented by the various news media in several countries.

> Dimension 3. Cross-cultural Awareness: awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways one's own society might be viewed from other vantage points.

By understanding the culture of the target country or countries in which a transnational corporation operates, a business executive becomes equipped with an incredible advantage which translates as the unavoidable bottom line in business--profit. There are countless examples of the billions of dollars lost in transactions worldwide by a representative who was not well-versed in the manners, cultural concepts, and traditions based on the formation of the civilization in which he or she attempted to do business. To achieve true cross-cultural awareness, one must go beyond empathy and at least temporarily assume the beliefs of the other individual. This transpection is obtained only by practice within the other culture.

> Dimension 4. Knowledge of Global Dynamics: some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

Students need to anticipate the consequences of any dimension for any change they choose to promote and prepare for, by careful examination and prediction the causes and solutions and their ramifications on a world scale. The Iran hostages, arms sales, and Contras would be understandable examples.

Dimension 5. Awareness of Human Choices: some awareness of the problems of human choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expand.

As students are ideally prepared through education for today's global lifestyle, they should be encouraged to remember that the world exists due to human choice and that the same human choice will be as critical to the present and to the future as it has been in the past.

At Concordia College, global studies has been defined as "the interdisciplinary and value reflective teaching and research about problems global in nature" (Hovde, 5). Business combined with foreign language are the disciplines. We strive to analyze values as opposed to indoctrinate and carefully encourage the previously-mentioned dimensions of global awareness to better determine solutions to global issues and problems.

It is within this basic framework that students pursue business combined with either French, German, or Spanish. The undergraduate course requirements are as follows:

Business

155. Principles of Accounting. The fundamentals of accounting applied to proprietorships, partnerships, and corporations.
245. Intermediate Accounting Theory. A continuation of Business Administration 155 with particular emphasis on corporate accounting applications.
201. Principles of Economics. An examination of the problems of scarcity and choice and various economic problems which society must solve. Macroeconomic coverage includes national income accounting and the determinants of employment, price level, and economic growth. Money and the banking system as well as fiscal and monetary policies are covered. The microeconomic portion of the course emphasizes the theory of the consumer and the firm. Comparative systems and international trade are briefly examined.
303. Managerial Finance. The course is designed to develop an understanding of the principles of financial management. It centers on the study of planning for the acquisition and utilization of funds by businesses in the economy. The tools and techniques used to analyze and implement these plans are emphasized.

354. Statistics for Economics and Business. This course is designed to give a broad overview of statistics. Real world business applications are used to demonstrate how data gathering is accomplished and is applicable and necessary to the decision-making process. Extensive use of the computer as a calculating and graphical tool.

Spanish

211, 212. Hispanic Culture and Communication. Focus is on further development and refinement of skills in listening, speaking, reading, and writing within the context of Hispanic culture and civilization.

321. Advanced Conversation and Composition. Topics of current interest serve as the subject of discussions and oral and written compositions through which students develop the ability to organize thoughts and to communicate effectively their own knowledge and ideas to others.

331. Business Spanish. A course intended for students interested in using Spanish in a business-related career. Terminology and practices appropriate to the Hispanic business world are emphasized.

361. Latin American Views. Readings related to past and present Latin America will serve as the basis for discussion and oral and written expression.

At some point in this course of study and in combination with the liberal arts requirements established by the college, students are exposed to the first dimension, perspective consciousness. This dimension is narrowed and focused for each language area and includes "state of the planet" and cross-cultural awareness, dimensions two and three, in the Business Spanish course the content of which includes:

I. Introduction to the Latin American transnational corporation
   - A. Variations and similarities in corporate structure
   - B. Organizational modes
   - C. Types and language styles in correspondence
   - D. Marketing theory applied to Latin America
   - E. Management theory, comparative study
   - F. Motivational theory, comparative study
   - G. Labor structure and labor law

II. Cultural values
   - A. Analysis and comparison of cultural origins and development in Mexico and the US
   - B. Contrastive analysis of present day civilization encompassing attitudes toward work, courtesy, leisure, rituals, punishments, rewards, women, children, strangers, enemies, allies, behavorial rules, and institutions

C. The role of cross-cultural awarensss as it applies to business practices and procedures

III. The role of national government and the impact of international policy on developing nations
   A. International organizations including the International Monetary Fund and the World Development Bank
   B. GATT
   C. Currency exchange and devaluation
   D. Inflation
   E. Internal and external debt
   F. Imports and exports

IV. Text: El Mundo de los Negocios, Alejandra Tcachuk

V. Principle student requirements
   A. Class participation
   B. Two major exams
   C. Panel discussions
   D. Business case studies
   E. Completion of individual management and motivational profiles
   F. One research paper

The course is taught entirely in the Spanish language, all student work must be done in Spanish, and all classroom materials are authentic, i.e. bills of lading, profiles, invoices, correspondence, union contracts, stock, bank and credit statements, case studies, etc.

During the necessary course work stage, the students have attained varying degrees of empathy with the foreign business environment. The most significant element within the cross-cultural dimension is transpection through practice. Students are now eligible to apply for and participate in the final stage, one semester abroad in Mexico City or Paris or Hamburg determined by individual language discipline.

The selection process depends on academic performance of a minimum cumulative grade point average, completion of an application in essay format, and an oral interview before a committee comprised of business and language professors. Student motivation, cultural adaptability, and language and business skills constitute the basic criteria for acceptance. Participants in the program then attend a series of mini-sessions to prepare for departure. Included in these sessions are the following topics and procedures:

I. Registration at the University of the Americas, Mexico City Branch (accredited in the US by the Southwestern Assocation of Colleges and Universities)

II. Plane reservations, documentation, etc.

III. Definition of individual business preference

IV. Semester requirements
   A. Complete work assignments at companies in Mexico City
   B. Attend classes and complete course work required by Mexico
   C. Keep a journal with minimum weekly entries
   D. Develop an extensive vocabulary list
   E. Correspond in Spanish bi-weekly with the faculty advisor
   F. Complete mid-term and final self-evaluation forms
   G. Submit mid-term and final evaluations to immediate company supervisor in Mexico
   H. Complete research papers, one for the Business Department and another for the Spanish Department

V. In-depth cross-cultural awareness discussions with participants specifically for Mexico City with emphasis on knowledge of global dynamics, the fourth dimension

It is all but impossible to walk into any major corporation and suggest to the Director of Personnel or the Director of Finance or even the receptionist that you are part of a global studies program and are sure that they are just waiting for you to come along so that they can deal with an inexperienced college kid screwing up their accounting department. The final stage of the program is by far the most difficult to establish and maintain and requires a liason person on location.

The Coordinator of Programs in Mexico is responsible for initially contacting the companies (preferably transnational firms) and sufficienty explaining the program in order to make it attractive to prospective companies as well as maintaining close personal contact with key individuals in participating firms. This adjunct faculty member is also responsible for locating and maintaining housing with families and preparing a budget which contemplates devaluation and inflation relative to housing costs and foreign tuition and fees. In addition, this person takes over all student advisement

and needed supervision and serves as an on-location problem solver and resource consultant for all students involved during the entire semester. Lastly, this individual oversees registration procedures and serves as a contact person for the University. Periodic reports containing information ranging from in-country political and economic developments to student attitudes, adjustments, successes, or failures are also supplied to the college.

All aspects of this program require an extraordinary amount of attention to detail. Participating companies in Mexico include Dow Corning, Phillips, Time International, American Standard, Oxford University Press, the American Chamber of Commerce and a brokerage house, Casa de Bolsa Prime.

Graduates from this program can be found at the American Graduate School of International Management and as accountants, auditors, sales representatives and analysts for Spanish-speaking markets, administrative assistants, and management trainees at international firms throughout the United States. We assume and I believe that, the majority of these students have entered the fifth dimension of global awareness--that of human choice--and will make decisions based on global criteria in order to improve the human condition.

Works Cited

Hanvey, Robert G. "An Attainable Global Perspective." The Return Home: A Re-Entry Reader. Ed. Bruce LaBrack. Stockton, CA: College of the Pacific, 1985. N1-N53.

Hovde, Peter. Global Education: Underpinnings for Implementation. Moorhead: Concordia College, 1987.

International Business

An Interdisciplinary Program

Have you ever thought about combining a business administration or economics major with the study of a foreign language? This mix is becoming increasingly popular in the United States as students realize that foreign businesses have made significant inroads into U.S. markets and that many domestic firms now do extensive business overseas. To work and, in many cases, compete with these companies, Americans must understand the languages and cultures of other nations.

Specializing in International Business

A limited number of students are accepted into Concordia's international business program each year. Selection is made by a faculty committee representing the economics and business administration department and each of the foreign language departments. Students chosen to participate must be knowledgeable in business, demonstrate necessary language proficiency, and possess good human relations skills.

Requirements for a specialization in international business are a major in business administration or economics (see page 63), fulfillment of foreign language requirements, and the satisfactory completion of a three- or four-month foreign Cooperative Education experience (see page 28).

Prior to the Cooperative Education experience abroad, students must have completed the foreign language requirements and Business Administration 155, 245, 303; Economics 201; and one of the following: Economics 301, 302, 354, 357. For the semester abroad, students pay tuition to Concordia; visa and passport fees; and transportation, lodging and food costs.

As preparation for the foreign Cooperative Education experience, membership and participation in Concordia's student chapter of the Administrative Management Society is recommended. To guarantee that all requirements can be met, students interested in the international business program should indicate that interest to their advisers as early as possible.

Upon graduation, in addition to the college diploma, students receive a certificate attesting to the completion of the international business program.

Specific Programs

French

French students majoring in economics or business administration with an international business emphasis study international economics, finance, marketing and management at a French university either fall or spring semester. Typically that requirement is met by completing three upper-level courses at the Institut de Gestion de Rennes, the business management institute at the University of Rennes in France. Following the semester of study, students are placed in a six- to eight-week internship with a French company or with an American multinational company based in France. In addition to completing the requirements for economics and business administration, they must have completed French 111 and 112 or equivalent, 221, 222, 311, 331. French 331 may be waived by the department in some cases.

German

German students majoring in economics or business administration with an international business emphasis gain an international understanding of business through foreign study, a summer internship or a combination of the two. Students may choose to study at a specialized institution of business in Germany for a semester, then complete an internship with a German or American business firm in Germany. Another option is to gain work experience through an internship in a German-speaking country. Internships with American subsidiaries of German companies or the international departments of stateside firms are also possibilities. In addition to completing the requirements for economics or business administration, students must have completed German 111 and 112 or equivalent, 211, 212, 314, and 321 or 322.

Spanish

Spanish students majoring in economics or business administration with an international business emphasis spend a semester in Mexico studying business courses at the Universidad de las Américas in Mexico City. They also gain work experience in a Mexican business firm through the Cooperative Education internship. During their semester abroad students live in Mexican homes. In addition to completing the requirements for economics or business administration, participants must have completed Spanish 211, 212, 321, 331, 361.

Committee

Thomas W. Hiestand
Chairperson of the committee
Norbert G. Benzel
Paul A. Bernier
DuWain A. Fagerstrom
David R. Green
Theodore H. Helmarck
Willard E. Hiebert
E. Dale Lindquist
David S. Moewes
Vlann M. Pederson de Castañeda
Donna J. Skaar
Roger H. Spilde
Ellen Weber

Adjunct Faculty

Marie-Thérèse Reed
Université de Rennes
Nanette de Paoli
Coordinator of programs in Mexico

Course Content for Business Administration and Spanish

I. Introduction to the Latin American transnational corporation
   A. Variations and similarities in corporate structure
   B. Organizational modes
   C. Types and language styles in correspondence
   D. Marketing theory applied to Latin America
   E. Management theory, comparative study
   F. Motivational theory, comparative study
   G. Labor structure and labor law

II. Cultural values
   A. Analysis and comparison of cultural origins and development in Mexico and the US
   B. Contrastive analysis of present day civilization encompassing attitudes toward work, courtesy, leisure, rituals, punishments, rewards, women, children, strangers, enemies, allies, behavorial rules, and institutions
   C. The role of cross-cultural awarensss as it applies to business practices and procedures

III. The role of national government and the impact of international policy on developing nations
   A. International organizations including the International Monetary Fund and the World Development Bank
   B. GATT
   C. Currency exchange and devaluation
   D. Inflation
   E. Internal and external debt
   F. Imports and exports

IV. Text: El Mundo de los Negocios, Alejandra Tcachuk

V. Principle student requirements
   A. Class participation
   B. Two major exams
   C. Panel discussions
   D. Business case studies
   E. Completion of individual management and motivational profiles
   F. One research paper

Course Content for Pre-departure Mini-sessions

I. Registration at the University of the Americas, Mexico City Branch (accredited in the US by the Southwestern Assocation of Colleges and Universities)

II. Plane reservations, documentation, etc.

III. Definition of individual business preference

IV. Semester requirements
- A. Complete work assignments at companies in Mexico City
- B. Attend classes and complete course work required by Mexico
- C. Keep a journal with minimum weekly entries
- D. Develop an extensive vocabulary list
- E. Correspond in Spanish bi-weekly with the faculty advisor
- F. Complete mid-term and final self-evaluation forms
- G. Submit mid-term and final evaluations to immediate company supervisor in Mexico
- H. Complete research papers, one for the Business Department and another for the Spanish Department

V. In-depth cross-cultural awareness discussions with participants specifically for Mexico City with emphasis on knowledge of global dynamics, the fourth dimension

VI. Sample list of topics for final paper in Spanish for International Business Program in Mexico
- A. Compare marketing techniques and their function in each country
- B. Discuss how inflation and devaluation affect companies as a whole or specifically their cash flow, credit, inventory procedure, and production
- C. Discuss the social crisis at upper, middle, and low income levels caused by economic crises, using such supporting evidence as statistical, informational, and survey data
- D. Analyze the technocratic management style of De la Madrid and its effect on the PRI institution as it has operated in the past and predictions of how it will change in the future
- E. Analyze through economics the United States', IMF's, and Banco Mundial's influence on the debt crisis, including rescheduling and the long-term economic impact on the countries, international lending institutions, and world economy
- F. Analyze GATT and Mexico's resistance and final entry decision, including protectionism, the significance of the international trade balance in Third World countries, and the impact of US influence
- G. Study the effect of US Prime Rate fluctuations and their significance to interest payments on external debt
- H. Discuss the US political and economic manipulation of Mexico, why the US fails to deal correctly in some situations, and why Mexico reacts as it does
- I. Discuss human relations, including the value of individualism, liberty, the art of conversation, use of time, kinds and types of racism, the value of not being practical, and how it all affects international understanding

CONCORDIA COOPERATIVE EDUCATION

CONCORDIA COLLEGE
MOORHEAD, MINNESOTA 56560

COOPERATIVE EDUCATION
INTERNSHIPS
FIELD EXPERIENCES

FINAL EVALUATION OF COOPERATIVE EDUCATION STUDENT BY EMPLOYER SUPERVISOR

STUDENT'S NAME Carrie Rausch

Please express a candid opinion of this student as an employee. Criticisms and comments are earnestly solicited. This information will be utilized by the Director of Cooperative Education and by the student's Faculty Coordinator for determination of the final grade. You are urged to discuss this evaluation with the student before returning it to the Office of Cooperative Education. This evaluation will not be confidential.

RELATIONS WITH OTHERS	ABILITY TO LEARN	ATTITUDE–APPLICATION TO WORK
[X] Exceptionally well accepted	[X] Learns very quickly	[X] Outstanding in enthusiasm
[ ] Works well with others	[ ] Learns readily	[ ] Very interested and industrious
[ ] Gets along satisfactorily	[ ] Average in learning	[ ] Average in diligence and interest
[ ] Has some difficulty working with others	[ ] Rather slow to learn	[ ] Somewhat indifferent
[ ] Works very poorly with others	[ ] Very slow to learn	[ ] Definitely not interested
[ ] Unable to evaluate	[ ] Unable to evaluate	[ ] Unable to evaluate
JUDGMENT	**QUALITY OF WORK**	**DEPENDABILITY**
[ ] Exceptionally mature	[ ] Excellent	[ ] Completely dependable
[X] Above average in making decisions	[X] Very good	[X] Above average in dependability
[ ] Usually makes the right decision	[ ] Average	[ ] Usually dependable
[ ] Often uses poor judgment	[ ] Below average	[ ] Sometimes neglectful or careless
[ ] Consistently uses bad judgment	[ ] Very poor	[ ] Unreliable
[ ] Unable to evaluate	[ ] Unable to evaluate	[ ] Unable to evaluate

ATTENDANCE: Reg. [X] Irreg. [ ] PUNCTUALITY: Reg. [X] Irreg. [ ]

OVERALL RATING: Excellent [X] Very Good [ ] Average [ ] Marginal [ ] Poor [ ]

Please comment on the student's strengths and areas for improvement. Please use the reverse side if necessary.

Mostró una alta responsabilidad con respecto a las tareas que se le encomendaron. Tiene una gran capacidad para las relaciones públicas y para la atención de gente en busca de información. Es organizada, puntual y con disposición para el trabajo. Mostró, asimismo, un buen avance en el aprendizaje del idioma español. Una gran cualidad es que no se distrae mientras trabaja; otra más consistió en su rápida adaptación al equipo de trabajo de la Cámara.

Herminio Hernández R. — Signature

International Trade — Title

American Chamber of Commerce of Mexico — Company/Agency

Lucerna #78 - Col. Juárez — Address

December 2, 1987 — Date

1195

Problemas del subdesarrollo

Monsieur Dupont te llama inculto,
porque ignoras cual era el nieto
preferido de Victor Hugo.

Herr Muller se ha puesto a gritar,
porque no sabes el día
(exacto) que murió Bismarck.

Mr. Smith,
inglés o yanqui, yo no lo sé,
se subleva cuando escribes *shell*.
(Parece que ahorras una ele,
y que además pronuncias *chel*.)

Bueno ¿y qué?
Cuando te toque a ti,
mándales decir Huancavelica,
y que dónde está el Aconcagua,
y que quién era Sucre,
y que en qué lugar de este planeta
murió Martí.
(Por favor:
que te hablen siempre en español.)

Nicolás Guillén.
Patria o Muerte: The Great Zoo and Other Poems.
La Habana, 1972.

Problems of Underdevelopment

Monsieur Dupont calls you uncultured
because you cannot say who was
Victor Hugo's favorite grandson.

Herr Muller has started to scream
because you do not know (exactly)
the day that Bismarck died.

Mr. Smith,
an Englishman or Yankee, I cannot tell,
explodes when you write *Shell*.
(It seems that you eliminate an *l*
and, what is more, pronounce it *chel*.)

Well, so what?
When your turn comes,
tell them to say Huancavelica,
and where the Aconcagua's found,
and who was Sucre,
and in what spot on the planet
Martí died.
(Please:
have them always speak to you in Spanish.)

Line 14: Huancavelica is a town in the Peruvian Andes.
Line 16: Antonio José de Sucre (1793–1830) was a Venezuelan general, one of the liberators of South America and first president of Bolivia.